

# Religious Education

## Long Term Plan

If you would like more information about the Religious Education curriculum we offer at Brooke Primary Academy, please contact the school office.

Doncaster's Locally Agreed Religious Education Syllabus						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	Development Matters: Understanding the World - Taught through Continuous Provision					
F2	Unit F3 Which places are special and why? <b>Strand: Expressing</b>	Unit F4 Which times are special and why? <b>Strand: Expressing</b>	Unit F1 Which stories are special and why? <b>Strand: Believing</b>	Unit F2 Which people are special and why? <b>Strand: Believing</b>	Unit F5 Where do we belong? <b>Strand: Living</b>	Unit F6 What is special about our World? <b>Strand: Living</b>
Year 1	Unit 1.1 Who is a Christian and what do they believe? <b>Strand: Believing</b>		Unit 1.4 What can we learn from sacred books? <b>Strand: Believing</b>	Unit 1.6 How and why do we celebrate special and sacred times? <b>Strand: Expressing</b>	Unit 1.7 What does it mean to belong to a faith community? <b>Strand: Living</b>	
Year 2	Unit 1.3 Who is Jewish and what do they believe? <b>Strand: Believing</b>		Unit 1.5 What makes some places sacred? <b>Strand: Expressing</b>	Unit 1.6 How and why do we celebrate special and sacred times? <b>Strand: Expressing</b>	Unit 1.8 How should we care for others and the world, and why does it matter? <b>Strand: Living</b>	
Year 3	Unit L2.1 What do different people believe about God? <b>Strand: Believing</b>		Unit L2.4 Why do people pray? <b>Strand: Expressing</b>	Unit L2.5 Why are festivals important to religious communities? <b>Strand: Expressing</b>	Unit L2.7 What does it mean to be a Christian in Britain today? <b>Strand: Living</b>	Unit L2.8 What does it mean to be a Hindu in Britain today? <b>Strand: Living</b>
Year 4	Unit L2.2 Why is the Bible important for Christians today? <b>Strand: Believing</b>	Unit L2.3 Why is Jesus inspiring to some people? <b>Strand: Believing</b>	Unit L2.6 Why do some people think that life is a journey? What significant experiences marks this? <b>Strand: Expressing</b>	Unit L2.5 Why are festivals important to religious communities? <b>Strand: Expressing</b>	Unit L2.9 What can we learn from religions about deciding what is right and wrong? <b>Strand: Living</b>	
Year 5	Unit U2.1 Why do some people believe God exists? <b>Strand: Believing</b>	Unit U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century? <b>Strand: Believing</b>	Unit U2.4 If God is everywhere, why go to a place of worship? <b>Strand: Expressing</b>		Unit U2.6 What does it mean to be a Muslim in Britain today? <b>Strand: Living</b>	
Year 6	Unit U2.3 What do religions say to us when life gets hard? <b>Strand: Believing</b>	Unit U2.5 Is it better to express your religion in arts and architecture or in charity and generosity? <b>Strand: Expressing</b>	Unit U2.7 What matters most to Christians and Humanists? <b>Strand: Living</b>		Unit U2.8 What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? <b>Strand: Living</b>	

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	Early Years Foundation Stage 1
continuous throughout the year	<p><b>Skills from Development Matters: Understanding the world</b></p> <p>3 and 4 year olds will be learning to:</p> <ul style="list-style-type: none"> <li>- Begin to make sense of their own life-story and family's history.</li> <li>- Continue developing positive attitudes about the differences between people.</li> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

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Early Years Foundation Stage 2		
<b>Autumn 1</b>	<b>Unit F3: Which places are special and why? Strand: Expressing</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about somewhere that is special to themselves saying why.</li> <li>Be aware that some religious people have places which have special meaning for them.</li> <li>Talk about the things that are special and valued in a place of worship.</li> <li>Identify some significant features of sacred places.</li> <li>Recognise a place of worship, get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> </ul>	<b>Texts and stories used through story time and continuous provision</b> <i>'The Colour Monster Goes to School' by Anna Llenas</i>	
Christianity and Islam  Churches Mosques		
<b>Autumn 2</b>	<b>Unit F4: Which times are special and why? Strand: Expressing</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Give examples of special occasions and suggest features of a good celebration</li> <li>Recall simple stories connected with Christmas/Easter and a festival from another faith</li> <li>Say why Christmas/Easter and a festival from another faith are special times for believers.</li> </ul>	<b>Texts and stories</b> <i>'The Diwali Story Book' by <a href="#">Pratap L. Bhardwaj</a></i> <i>'The Christmas Story' by Ian Beck</i>	
Hinduism Christianity Diwali Christmas		
<b>Spring 1</b>	<b>Unit F1: Which stories are special and why? Strand: Believing</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about some religious stories.</li> <li>Recognise some religious words e.g about God.</li> <li>Identify some of their own feelings in the stories they hear.</li> <li>Identify a sacred text e.g Bible, Qur'an.</li> <li>Talk about what Jesus teachers about keeping promises and say why keeping promises is a good thing to do.</li> </ul>	<b>Texts and stories</b> <i>Jesus Calms the Storm</i> <i>David and Goliath</i> <i>The parable of The Two Sons</i> <i>The story of the first revelation of the Qur'an</i>	
Christianity and Islam  Bible stories and Qur'an		
<b>Spring 2</b>	<b>Unit F2: Which people are special and why? Strand: Believing</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about people who are special to them.</li> <li>Say what makes their family and friends special to them</li> <li>Identify some of the qualities of a good friend.</li> <li>Recall and talk about stories of Jesus as a friend to others</li> <li>Recall a story about a special person in Sikhism and talk about what can be learnt from it.</li> </ul>	<b>Texts and stories</b> <i>Guru Nanak and the Cobra</i> <i>Rainbow Fish by Marcus Pfister</i> <i>Jesus feeding the 5,000 (Matthew 14:13-21)</i> <i>Jesus meeting Zacchaeus (Luke 19:1-10)</i>	
Christianity  Jesus and Friendship		
<b>Summer 1</b>	<b>Unit F5: Where do we belong? Strand: Living</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Re-tell religious stories making connections with personal experiences.</li> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>Recall simply what happens when a baby is welcomed into Islam.</li> </ul>	<b>Texts and stories</b> <i>Psalm 139</i> <i>Jesus blessing the children Mark 10:13-16</i>	
Christianity Hinduism Baptism welcome ceremony		
<b>Summer 2</b>	<b>Unit F6: What is special about our World? Strand: Living</b>	
<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</li> <li>Re-tell stories, talking about what they say about the world, God, human beings.</li> <li>Think about the wonders of the natural world, expressing ideas and feelings.</li> <li>Express ideas about how to look after animals and plants.</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<b>Texts and stories</b> <i>Genesis 1: Creation Story</i> <i>The crying Camel (Islamic story)</i> <i>The Prophet Muhammad and the kittens (Islamic story)</i>	
Christianity and Islam  Creation stories		

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Year 1		
Autumn 1 & 2	<b>Unit 1.1: Who is a Christian and what do they believe? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>I can talk about some simple ideas about Christian beliefs about God and Jesus.</li> <li>I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.</li> <li>I can talk about issues of good and bad, right and wrong arising from the stories.</li> <li>I can ask some questions about believing in God and offer some ideas of their own.</li> </ul>	<b>Texts and stories</b> <i>'Jonah and the Whale' by Alexa Tewkesbury</i> <i>'The Good Stranger: Stories Jesus Told' by Nick Butterworth and Mick Inkpen</i> <i>'Bible Stories and Tales' by Nick Butterworth and Mick Inkpen</i> <i>'The Christmas Story' by Ian Beck</i>
Spring 1	<b>Unit 1.4: What can we learn from sacred books? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.</li> <li>I can re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</li> <li>I can ask and suggest answers to questions arising from stories Jesus told and from another religion.</li> <li>I can talk about issues of good and bad, right and wrong arising from the stories.</li> </ul>	<b>Texts and stories</b> <i>Matthew 18:12–14 and Luke 15:3–7 The Parable of The Lost Sheep</i> <i>Matthew 5 – 7 The Sermon on The Mount</i> <i>Jewish story of Moses</i> <i>Muhammad and the Black Stone</i>
Spring 2	<b>Unit 1.6: How and Why do we celebrate special and sacred times? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify a special time they celebrate and explain simply what celebration means.</li> <li>Identify some ways Christians celebrate Christmas/ Easter/ Harvest/ Pentecost.</li> <li>Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and say why these are important to believers.</li> <li>Ask questions and suggest answers about stories to do with Christian festivals.</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<b>Texts and stories</b> <i>The Easter Story</i>
Summer 1 & 2	<b>Unit 1.7: What does it mean to belong to a faith community? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</li> <li>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</li> <li>Identify two ways people show they belong to each other when they get married.</li> <li>Respond to examples of co-operation between different people.</li> </ul>	<b>Texts and stories</b> <i>The Enormous Turnip</i>

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Year 2		
Autumn 1 & 2	<b>Unit 1.3: Who is Jewish and what do they believe? Strand: Believing</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> <li>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> </ul>	<b>Texts and stories</b> <i>'Sammy Spider's First Sukkot' by Sylvia A Rouss</i> <i>'Eight Candles to Light' by Jonny Zucker</i>
Judaism  Beliefs and Sukkot		
Spring 1	<b>Unit 1.5: What makes some places sacred? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> <li>Ask good questions during a school visit about what happens in a church, synagogue or mosque.</li> </ul>	<b>Texts and stories</b> <i>Islamic call to prayer - sound clip</i>
Christianity and Judaism  Symbols Church Synagogue		
Spring 2	<b>Unit 1.6: How and why do we celebrate sacred times? (Judaism) (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Identify some ways a festival is celebrated in a religion other than Christianity.</li> <li>Re-tell stories connected with a festival in a religion other than Christianity and say why these are important to believers.</li> <li>Ask questions and suggest answers about stories to do with a festival in religion other than Christianity.</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</li> </ul>	<b>Texts and stories</b> <i>Jewish creation story</i>
Judaism  Shabbat		
Summer 1 & 2	<b>Unit 1.8: How should we care for others and the World, and why does it matter? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Re-tell Bible stories and stories from another faith about caring for others and the world.</li> <li>Identify ways that some people make a response to God by caring for others and the world.</li> <li>Talk about issues of good and bad, right and wrong arising from the stories.</li> <li>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.</li> <li>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</li> </ul>	<b>Texts and stories</b> <i>Mark 2:1 – 12 The Man Lowered Through the Roof</i> <i>'Noah – A Wordless Picture Book' by Mark Ludy</i> <i>'Two by Two: Noah's Story in Rhyme' by Leanne Kilpatrick</i> <i>'The Greatest Stories from the Qur'an' by Saniyasnain Khan</i> <i>'The Hare and the Tortoise'</i> <i>'Burglar Bill' by Janet and Allan Ahlberg</i> <i>'Ilyas and Duck in a Zakat Tale' – Omar S. Khawaja</i> <i>Genesis 1 and 2 – The Creation Story</i>
Christianity and Islam  Bible stories		

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Year 3		
Autumn 1 & 2	<b>Unit L2.1: What do different people believe about God? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</li> <li>Ask questions and suggest some of their own responses to ideas about God.</li> <li>Suggest why having a faith or belief in something can be hard.</li> <li>Identify how and say why it makes a difference in people's lives to believe in God.</li> </ul>	<b>Texts and stories</b> <i>'Moses and the Burning Bush' by Mary Manz Simon</i> <i>'Goodnight Stories from the Quran' by Khan Saniyasnain</i>
Christianity Hinduism and Islam		
Beliefs		
Spring 1	<b>Unit L2.4: Why do people pray? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied.</li> <li>Make connections between what people believe about prayer and what they do when they pray.</li> <li>Describe ways in which prayer can comfort and challenge believers.</li> <li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul>	<b>Texts and stories</b> <i>The first Surah (from the Quran)</i> <i>The Lord's Prayer</i> <i>The Hindu Gayatri Mantra</i>
Christianity Hinduism and Islam		
Prayer		
Spring 2	<b>Unit L2.5: Why are festivals important to religious communities? (Strand Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<b>Texts and stories</b> <i>The Easter Story</i> <i>Luke 23: 13-25 and 32-48</i> <i>Luke 24: 1 -12</i>
Christianity		
Easter		
Summer 1	<b>Unit L2.7: What does it mean to be a Christian in Britain today? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.</li> <li>Describe some ways in which Christian express their faith through hymns and modern worship songs.</li> <li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>	<b>Texts and stories</b> <i>Luke 21:1-4 - A Poor Widow's Gift</i>
Christianity		
Showing faith		
Summer 2	<b>Unit L2.8: What does it mean to be a Hindu in Britain today? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</li> </ul>	<b>Texts and stories</b> <i>Mother Teresa</i> <i>Mahatma Gandhi</i>
Hinduism		
Showing faith		

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Year 4		
Autumn 1	<b>Unit L2.2: Why is the Bible important for Christians today? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today.</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</li> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> </ul>	<b>Texts and stories</b> <i>Genesis 1 – The Creation</i> <i>Genesis 3 – Story of Adam and Eve</i> <i>Parables: The Lost Sheep, The Prodigal (lost) Son, The Lost Coin, The Pharisee and the tax collector, The unforgiving servant</i>
Autumn 2	<b>Unit L2.3: Why is Jesus inspiring to some people? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• To suggest some ideas about good ways to treat others.</li> <li>• Make connections between some of Jesus' teachings and the way Christians live today.</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday.</li> <li>• Identify the most important parts of Easter for Christians and say why they are important.</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.</li> </ul>	<b>Texts and stories</b> <i>Jesus feeding 5,000 people with 5 loaves and 2 fish from the Bible (Mark, chapter 6 verses 1-33)</i> <i>Jesus walking on water (Mark, chapter 6 verses 45-56)</i> <i>The sermon on the Mount (Matthew, Chapter 5 verses 1 – 12)</i>
Spring 1	<b>Unit L2.6: Why do some people think that life is a journey? What significant experiences marks this? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> </ul>	<b>Texts and stories</b> <i>The children will be given opportunities to read and be read to within the sequence of lessons.</i>
Spring 2	<b>Unit L2.5: Why are festivals important to religious communities? (Lent, Ramadan &amp; Eid-ul-Fitr) (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</li> </ul>	<b>Text and stories</b> <i>The story of Rama and Sita</i> <i>Lakshmi and the clever washer woman</i> <i>Jewish story of Passover</i>
Summer 1 & 2	<b>Unit L2.9: What can we learn from religions about deciding what is right and wrong? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good.</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion.</li> <li>• Discuss their own and others' ideas about how people decide right and wrong.</li> </ul>	<b>Texts and stories</b> <i>Matthew 4:1-1 - Jesus' Temptation</i>

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Year 5		
Autumn 1	<b>Unit U2.1: Why do some people believe God exists? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</li> <li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>Present different views on why people believe in God or not, including their own ideas.</li> </ul>	<b>Texts and stories</b> <i>Genesis 1 and 2 – The Creation</i>
Autumn 2	<b>Unit U2.2: What would Jesus do? Can people live by the values of Jesus in the C21st? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live.</li> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li> </ul>	<b>Texts and stories</b> <i>Jesus' mission statement :Luke 4:18-19</i> <i>1 Corinthians Chapter 13 verses 4-7, Saint Paul's poem of Love</i> <i>The Parable of the Two Debtors, Luke 7:36-50</i> <i>The Parable of the Unforgiving Servant, Matthew 18:21-35</i> <i>The Widow's Offering Mark 12:41-44</i>
Spring 1 & 2	<b>Unit U2.4: If God is everywhere, why go to a place of worship? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions.</li> <li>Select and describe the most important functions of a place of worship for the community.</li> <li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>Present ideas about the importance of people in a place of worship, rather than the place itself.</li> </ul>	<b>Texts and stories</b> <i>The children will be given opportunities to read and be read to within the sequence of lessons.</i>
Summer 1 & 2	<b>Unit U2.6: What does it mean to be a Muslim in Britain today? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</li> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims.</li> </ul>	<b>Texts and stories</b> <i>The story of the revelation of the Qur'an to the Prophet Muhammad</i> <i>Islamic call to prayer</i>



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Year 6		
Autumn 1	<b>Unit U2.3: What do religions say to us when life gets hard? (Strand: Believing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</li> <li>Explain some similarities and differences between beliefs about life after death.</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul>	<b>Texts and stories</b> <i>Death is Nothing At All by Henry Scott-Holland</i> <i>What Happens in Heaven by Steve Turner</i>
Autumn 2	<b>Unit U2.5: Is it better to express your religion in arts and architecture or in charity and generosity? (Strand: Expressing)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art).</li> <li>Show understanding of the value of sacred buildings and art.</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>Apply ideas about values and from scriptures to the title question.</li> </ul>	<b>Texts and stories</b> <i>The Qur'an extracts 5.:32, 2:110, 24:56 and 57:18</i> <i>The Rich and the Kingdom of God - Matthew 19:16-30</i>
Spring 1 & 2	<b>Unit U2.7: What matters most to Christians and Humanists? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> <li>Describe some Christian and Humanist values simply.</li> <li>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul>	<b>Texts and stories</b> <i>The parable of the Good Samaritan, Luke 10: 25-37</i> <i>Genesis 1:28</i> <i>Two other men, both criminals, Luke 23: 32-35</i> <i>The Ten Commandments, Exodus 20</i>
Summer 1 & 2	<b>Unit U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)? (Strand: Living)</b>	
	<b>Skills</b> <ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions.</li> <li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</li> <li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today.</li> <li>Consider similarities and differences between beliefs and behaviour in different faiths.</li> </ul>	<b>Texts and stories</b> <i>The Parable of the Lost Son</i>